

Classroom Synthesis Paper

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As future professionals in the world of education, it is important for us to learn the ins and outs of what being a good, effective teacher is. This means connecting with and understanding our students, communicating and covering goals, standards, and objectives in lesson plans, and making sure our students understand the material through multiple assessments. Each of these reasons are of particular importance to future educators. In this class, we have learned why curriculum, instruction, assessment, and connecting with our students is vital to success in the world of teaching. For the remainder of this paper I plan to briefly describe each of the themes we have covered, how I plan to implement them in my classroom, and provide examples of work that backs up my points.

The first chapter we covered in class was *The Effective Teacher*. This chapter was an introductory chapter where we explored the reasons we want to be a teacher, discussed what makes an effective teacher, and learned how teachers can help their students succeed. We also learned the importance of student-teacher interactions and that those positive interactions are connected to desirable student outcomes as well as motivation, higher achievement, and improved learning.

In chapter two, *Understanding Your Students*, we learned how to connect with students, adapt our teaching through differentiated instruction, about the different types of intelligences, and the many factors that affect learning. We also learned that connecting with students helps us to know them, their needs, and their learning styles. Lastly, we learned how factors such as culture, socioeconomic status, language, peers, home life, and bias can all have great effects on how students learn in the classroom.

Chapter three, *Classroom Management*, taught us the importance of earning the students' trust, the different leadership types, the stages of group development, the importance of establishing rules and procedures, and how to fix problem areas in the classroom.

Next, we got into the chapters that discussed curriculum and instruction. In chapter five, *Goals, Standards, and Objectives*, we took a look at our content/grade standards, practiced making objectives at the different knowledge levels, and learned the importance of establishing and meeting goals.

Chapter six, *Unit and Lesson Planning*, we learned how to create unit and lesson plans and discovered the difference between disciplinary and interdisciplinary unit plans. We also discussed with our peers how to improve our lesson plans.

In chapter seven, *Technology Integration in Instruction*, we learned why we teach with technology, how it can improve learning, and discovered how to integrate technology into our own lesson plans. Once again, we reviewed these with our peers to receive feedback on our strengths and areas of improvement.

In chapter eight, *Questioning Strategies*, we learned about convergent and divergent questions, the purposes of questions, and how to create questions based on the different cognitive levels.

Chapter nine, *Teaching Strategies for Direct Instruction*, taught us strategies to effectively teach direct lesson plans, when to use direct instruction, and how to create a direct instruction lesson plan with engaging elements.

Chapter ten, *Teaching Strategies for Indirect Instruction*, taught us strategies for indirect instruction, how the environment and other elements can be useful teaching tools, and how

discussions, questions, and examples can also be used to facilitate learning. We also learned how to create an indirect instruction lesson plan where the teacher is simply an observer and helper.

Chapter thirteen, *Assessing Learners*, focused on the last piece of the class which is assessment. In this chapter, we learned how to create a test and test blueprint, about the different items that can go on a test, and how to make our tests assess past the knowledge level of learning. We also learned how to make our tests clear to read and gave our test to a peer for feedback.

While it is very beneficial for us as future teachers to know these themes I have just discussed, it is also important for us to know how we plan to implement them in our future classrooms. We must know who we are as a teacher, how we want to connect with our students, and have some resources in our toolboxes before we even begin teaching. This is why we have created multiple means of resources in this class as well as took a look into ourselves to see what type of teacher we want to be.

I plan to implement the first theme of being the effective teacher in the many things I do and say in my classroom. I also plan to implement it by creating relationships with my students, catering to their needs and abilities, and through teaching with an open mind and an open heart. I think my gentleness and kindness will also be beneficial here in helping me keep my classroom managed and through creating a calming place for my students to be. I've learned that when the students connect with their teacher, they feel more comfortable with her and in their environment, and this is the type of connection I hope to have with my students. For a more detailed plan of why I want to be a teacher, and my plans as a teacher, please refer to Appendix A.

The theme of understanding my students will always be at play in my classroom through the interactions I have with them every day, to the things I do for them that cater to their needs. Perhaps the most crucial time to understand my students will be at the beginning of the year. The beginning of the year is the time where students come in fresh, nervous, and not knowing anyone. So, in order to make myself and my students more comfortable and get to know each other a bit better, I have created a game entitled Candy Introductions. This is a game that is implemented on the first day of school where the students choose as many pieces of candy as they like and then say things about themselves that correspond to the number they have chosen. Refer to Appendix B for complete instructions regarding the candy game. Hopefully, through the use of this game, the students can become more comfortable with each other, we can learn a bit about each other, and get the year off to a great start!

Classroom management will always be at play in my classroom from the very first day the students arrive. The first day, I plan to establish and practice the important procedures such as bathroom requests, where to sit, how to transition, etc. To see these first day procedures, refer to Appendix C. This will continue throughout the rest of the week with the students learning and practicing other important procedures as well as continuing to practice what they have learned. Throughout the course of the year, the students will become more familiar with these procedures and hopefully begin to do them by memory.

Not only does my classroom management plan include procedures for what the students are to do in the classroom, but it also has ideas for what I plan to do with the students and for what to do when situations arise. I plan to establish positive relationships with my students through the use of ice breakers, greeting them at the door, and taking an interest in their lives. I plan to prevent behaviors by making eye contact with the student, talking with the student, and

giving each student a job they enjoy. If misbehavior is already occurring I plan to move nearer to the student, make eye contact and show a displeasing look, and weave their name into instruction to catch their attention. In order to stop persistent and chronic misbehavior I can have a conversation with the student, get to the root of the problem, and if need be, implement a behavior plan. I can teach my students self-control through the use of games, rewards, and by giving them brain breaks throughout the day. Lastly, I can respect cultural differences in my classroom by developing an awareness of each student's family, adding culturally diverse books to the library, and arranging the desks to mix the students culturally. For a more complete version of my classroom management plan, please refer to Appendix D. With this management plan in mind, hopefully I will have the tools to succeed when any of these factors arise in my classroom.

The next theme of goals, standards, and objectives is perhaps one of the most important for future teachers to know. As a future teacher, I plan to set obtainable goals for myself and my students to meet, create lessons that help the students learn the standards, and form objectives that gage the students learning each and every day. These standards and objectives will be placed on the board each and every day so the students know what to expect, and the goals will also be posted until we meet them as a class. I want my student to be able to learn the information they need to know in order to succeed in the future. In order for me to do this, I first need to have an understanding of what I am teaching and how I will teach it. To see my understanding of the curriculum, please refer to Appendix E for an analysis of the common core. I believe that when the teacher is familiar with the standards and can create obtainable goals and objectives for them, then they will also be better able to learn.

Knowing how to plan lessons is crucial to teaching. This is why, as a teacher, I will plan my lessons to be engaging, teach the content in many different ways, and allow the students to explore using hands-on materials and experimentation. Students learn best when they are engaged and doing the work themselves, so this will be the main focus of many of my lesson plans. See Appendix F for a sample of a lesson plan on the different climate regions. While not every lesson can include experimentation and hands-on learning, I still plan to teach using turn and talks, brain breaks, and discussions to allow the students to discuss what they are learning. As a teacher, another element I need to be familiar with is creating unit plans. While unit plans are hard to create, I think these are very beneficial since they connect multiple subjects under one common theme. For a sample of a unit plan on eating healthy, please refer to Appendix G.

In such a technological world, it is important for my students to have as many positive experiences with technology as they can. This is why I plan to implement technology into my lesson plans so that students have the opportunities to use technology to conduct research, type papers, and become familiar with computer usage. Students will hopefully find that technology is a great tool to use in helping to advance their knowledge. Refer back to Appendix F to see how the lesson plan on climate regions effectively uses technology to learn. Although technology will be important in my classroom, it will not be used loosely. It will only be used for academic purposes such as for reading books, researching, learning to type, etc. Since school is a place of learning, I want my students to see that they can use technology for learning rather than games and social media.

An important piece of any lesson plan is questioning. Questions help the students to reflect on what they are learning, connect past knowledge, and relay to the teacher that they are forming connections. This is why I plan to implement many reflective questions into my lesson

plans. Even though some of the questions I ask may seem redundant or unnecessary, the questions are perfect for the students and will help their knowledge to grow. To see some examples of questioning using the levels of knowledge and purposes for questioning, please refer to Appendixes H and I, respectively. I also plan to ask questions when the students aren't learning such as in conversations. In my mind, there is never a wrong time to test the student's knowledge as long as you are doing it purposefully.

As I have previously mentioned, not every lesson can be hands-on learning and experimentation. Sometimes learning needs to be from direct instruction where the students sit down and listen to the teacher. While this type of teaching can sometimes become boring for the students, I plan to incorporate brain breaks, turn and talks, discussions, and active examples to keep my students engaged. I also plan to use visuals such as charts or PowerPoints to help assist the students in learning the information. I believe that direct instruction is a crucial part to learning in which the students have their first experiences with some of the knowledge they will know for the rest of their lives. So, instead of simply lecturing them, I also want them to have the opportunities to talk with others, provide them with ways to stay engaged, and create positive experiences that lead the students to want to continue to learn the information. To see an example of a direct lesson plan I have created, please refer to Appendix J.

Once the students have had their first experiences with new knowledge, it is then time to have the students learn by experimenting with the knowledge. I plan to have my students explore through researching, asking questions, and working with hands-on materials. By giving my students the opportunity to practice what they are learning, the information will be solidified in their minds through meaningful interactions. I also plan to use my classroom and my students to help teach the information. So, while I am not teaching, I hope to have my classroom set up and



have given my students enough information that they will have the tools to continue learning about new concepts by themselves. Of course, I will always be there to prompt, help, redirect, and offer new insight, but for the most part, I want my indirect instruction to be student lead. To see an example of an indirect lesson plan in which the students lead the learning, please refer back to Appendix F.

Lastly, teachers must know how to assess their students, and while some teachers prefer to not use tests, tests are important to gauge learning over a period of time. As a teacher, I plan to implement tests only when needed. I don't want to overwhelm my students with a huge amount of tests, but I also need to see their progress. So, I plan on implementing tests after every few standards or chapters. This way, I can gauge my student's knowledge of many different concepts without giving too many tests. To begin planning a test, I will first look at my standards. From these I will then create test questions that use the many different levels of knowledge. Not only do I want my students to know the information, but I also want them to be able to use it and connect it back to their lives in a meaningful way. This test blueprint will help me to gauge if I am creating questions like this to test my students on. To see an example of a unit test blueprint and a unit test, please refer to Appendixes K and L, respectively.

In conclusion, the themes we have discussed over the course of the semester have helped me learn who I am as a teacher, what my values and goals are, and have provided me with some useful tools for my first year of teaching. I have learned the importance of curriculum, instruction, assessment, and connecting with my students. Most importantly, I have learned that teaching is definitely the profession I was meant to be in, and now I am prepared to go out into my own classroom and teach my students to the best of my abilities.

To wrap up, I want to briefly highlight how I envision my future classroom. When I think of what I want my future classroom to look like, I envision a room buzzing with collaboration and learning. I see my desks in pods to facilitate this type of learning, even though a majority of the time I don't plan for my students to be at their desks. I would rather them be on the carpet or anywhere else in the room where they feel comfortable learning. My classroom itself will be bright and welcoming with signs of the students everywhere. This means I will have photographs of the students, their names on desks and cubbies, and their artwork up on the wall. I actually plan to have a whole bulletin board dedicated to just student artwork. It will be the student's classroom, and I want them to be the ones that decorate it. Lastly, I plan to have a huge, comfy library that invites the students to come and read, and learning centers that encourage exploration and curiosity. As a teacher, I want my classroom to be a place where all of my students feel welcomed, loved, and encouraged to learn.

**Appendix A**

Why do you want to be an educator? I've been asked this question time and time again, and every time I can't think of simply one factor that is compelling me to be an educator because there are way more than one. Perhaps it is because of my parents, my family's education background, or fact that when I was younger I couldn't get enough of school. I think it is a combination of all three of these factors that has given me such a strong passion for children and teaching.

I come from a family of educators. Out of my dad's ten siblings at least five of them are or have been educators at some point in their lives. Some are early childhood educators, others are middle school educators, and one is even a high school principle. So teaching definitely runs in the family, but more so I think it was my aunt that encouraged me to pursue my early childhood education major. She teaches Head Start, and as I grew up I was always fascinated with how fun her job was. She would get to play games, work with children, and have fun all day. Her job seemed to be great, and the way she talked about it further made me want to pursue education.

Another big reason for me pursuing education is my parents. My parents are the type of people that are always there to lend a hand to anyone in need. My dad is a farmer and my mom is a nurse, so naturally they help people every day. They instilled that love of helping others in me ever since I have been young. I always knew that I wanted to do something that would help someone even if I didn't quite know what I wanted to do.

The reason that always comes to my mind as to why I want to be an educator lies in what I did when I was younger. Every day after school I would force my sister to play school with me. I would make worksheets for her, teach her lessons, and plan out a whole classroom. I would

never let her be the teacher either because that was my job. I even got to the point where I would collect old textbooks, unfinished workbooks, and other school stuff to make my classroom even better. Little did I know then that playing school would instill in me a passion to be an educator.

So it is a combination of all these things that has led up to me trying to become an educator. I know this is the right profession for me for one huge reason, I love children. I'll admit when I decided to pursue education I wasn't sure because I do tend to be a shy person, but my decision to choose education was solidified when I started working at a daycare. Since then, I have grown far beyond what I could have ever imagined. I have loved children more than I ever believed I could, and I am excited every single day to go to a job I love. Working with children is so rewarding. Whether it is seeing a smile on their face when you walk in the door, getting a hug, or sharing a moment with a child, every second of the day with children is worth it. Even the bad times are worth it. If there is a fight, an accident, or a scrape, I am always there for the child to help them work through it and grow.

Apart from all of the good and bad moments I have shared with children at the daycare there have been some really amazing interactions that have further solidified my passion for children. One day, a child got his shirt buttoned for the first time and the sheer amount of joy I felt in that moment was amazing. I was so proud of that child for achieving the seemingly small feat, but in that moment it was a huge accomplishment. Another time, there was a new little girl who was shy, so every day I would take her and play with her, and finally one day she started talking to me! I was told at the time that I was the only teacher at the daycare that she would talk to. Now, she is so excited to see me every single day and it feels so good to see her excitement upon seeing me. It really goes to show just how big of an impact a teacher can have in a child's life. Lastly, there is a child who has trouble with sharing, so one day I took her and played with

her for a while, and I think she really appreciated the time and patience I had with her. Now, she always gives me a huge hug when she sees me. These are just a few of the small instances in which my daycare job has been rewarding beyond compare and has helped solidify my decision to become an educator.

In closing, it is because of all of these reasons that I want to become an educator. I want to inspire my students and be a role model in their lives. I want to be that teacher who students can turn to in the hard times, can learn from, but can still be silly and playful with. Most importantly, I want to have more meaningful experiences with children like those I have had at the daycare. I believe that teaching is the job I was meant for, and I cannot wait to be able to go to school each day and teach children. This is why I want to be an educator.

## Appendix B



1. The teacher must gather together a bowl of candy prior to introductions. This can be an assortment of candy, small candies such as M&M's, or even small prizes for the schools that don't allow candy. Also, make sure that if candy is used that it is free of peanuts or other allergens.
2. Pass the bowl of candy around the classroom and instruct the students to take as much or as little as they want, but to not eat it yet. Also, remind the students that taking all of the candy is not allowed. A small handful will do.
3. Next, once everyone has their candy, go around the room and have the students introduce themselves. The twist to the introduction is that for every piece of candy the student took, they have to tell that number of things about themselves. Ex. A student takes three pieces of candy so they say their name, their pet's name, and their favorite color. Students can use the Introduction Ideas sheet to help.
4. Go around the room until every student has introduced themselves using their candy.
5. Allow the students to eat their candy.

**Appendix C**



(Double click the image above to view the entire presentation.)

## **Appendix D**

### **1. Establish positive relationships among all learners**

- a. Use ice breakers to familiarize students with their peers
  - i. Ice breakers are a great way for students to get to know each other as well as for the teacher to get to know the students. Ice breakers allow the students to tell others about themselves, find peers that have the same interests, and discover interesting things about their classmates. Ice breakers allow teachers to discover how each student learns, what their cultural background is, and what each student finds interesting or exciting. Some examples of ice breakers are simply going around the room and doing introductions, candy introductions, three truths and a lie, and catch the ball. There are many types of ice breakers, so they can be used more than once in order for the students to get to know each other even better.
- b. Greet students at the door in the morning
  - i. Greeting students at the door in the morning is a great way to start the day off on a positive note. Simply welcoming each student to class individually tells them that you are glad they are there and that they are a welcome, contributing part of the classroom. Not only does greeting students every morning set the tone for the day, but it also makes the students feel good. As a teacher, you never know what circumstances your students are coming from so you may be the only smiling face they see that day or that morning. So no matter how busy you may be, as a teacher, it is important to take the time out of your day to welcome your students into class. This could be a simple hello, performing a personal handshake with each student, or giving a high five to each student. Just some action that shows each student individual attention and tells them you are glad they are there.
- c. Take an interest in and talk to students about their lives/interests
  - i. Talking to students about their lives and interests is a great way to learn more about your students, their likes and dislikes, and their home lives. It is also a great way to connect with students because you are immersing yourself in their lives and taking an interest in what they do. When teachers take an interest in students and connect with them on a personal level, the students feel more appreciated and trusting of the teacher and as a result, they will respect the teacher more.

### **2. Prevent attention-seeking and work-avoidance behavior**

- a. Make eye contact and smile at the student
  - i. Something as simple as making eye contact and smiling at a student who is seeking attention can give them the attention they need without making a big deal out of it. Often, students avoid work or act out in an effort to get attention from the teacher or peers which usually results in almost everyone in the classroom getting off task. By simply smiling at the student who is seeking attention, you are acknowledging that you are



aware of them and that they are doing a good job. The little amount of time it takes to give a student a smile also gives them a small piece of the attention they are constantly seeking, so their behaviors will start to diminish.

- b. Converse briefly with the student
    - i. Sometimes it takes a conversation to help the student feel as if they are getting the attention they need. This can be done by talking to the student about their work, praising them for their work in private, and checking in on them during the course of the day. By showing the student who is constantly seeking attention that you are aware of them and giving them the attention they desire, the student will feel less prone to act out because they are getting individual attention in the form of conversations with the teacher.
  - c. Give the student a job that he/she likes such as fish feeder
    - i. Giving the student a job that they enjoy doing is a great way to give a student who seeks attention the attention they need. Having a job to do makes them feel important, and others see them doing the job and even praise them for the good job they are doing, so they are getting a lot of positive attention from a very simple job. Having a job also teaches the student responsibility and a good work ethic because it is up to them to get the job done right and without them, the job will not get done. So, for students who crave constant attention, a classroom job will give them the right amount of attention and responsibility they need.
- 3. Quickly and unobtrusively redirect misbehavior once it occurs**
- a. Move nearer to the student to prevent the behavior from reoccurring
    - i. When you are in closer proximity to a student they know that they will not be able to get away with a behavior as easily as they could if you were far away. Standing close to a student who is displaying a behavior ensures that it will not happen again because you are right there to stop it. If the behavior does happen to reoccur, you can tap on the student's desk really quick to redirect them, or give them a quick glance to portray to them that the behavior is not okay. Simply being in close proximity to a teacher will prevent behaviors from reoccurring because the teacher will catch it right away if it happens again. Also, the student knows if they do it again they are more than likely going to get into some form of trouble.
  - b. Make eye contact with the student together with a displeasing or stern facial expression
    - i. Making eye contact with a student and showing them a stern look that portrays to them that you are not liking their behavior can do wonders with stopping behaviors. The students will know that when you look at them with that stern expression that they better stop the behavior immediately or they will be in big trouble. I use this technique all the time. If one of my daycare children is misbehaving I give them a stern look and

they know that they are not doing the right thing and stop it immediately. This is my stern “teacher face” and it really does help to stop misbehaviors immediately.

- c. Weave the offending student’s name into instruction to catch their attention
    - i. This can be done in many ways such as using the students name in an example, asking them a question, or asking them to read the next line in a book. Simply weaving their name into instruction will catch the student’s attention and stop the misbehavior because they will be busy wondering what they have missed. Saying a student’s name will also make them think they have been “caught” and to avoid having the embarrassment of being “caught” happen again, they stop the misbehavior and become attentive to the lesson.
- 4. Stop persistent and chronic misbehavior with strategies that are simple enough to be used consistently**
- a. Have a personal conversation with the student
    - i. A personal conversation can open up many doors as to why the student is constantly misbehaving. There could be problems at home, they could be hungry or tired, maybe they are not engaged enough or need to move around more, or perhaps they are thinking of a relative that passed away recently. You never know what your students are going through and one of the ways students cope is through misbehavior. So, it is important to have a personal conversation with the student to find out what is causing the misbehavior and what you, as a teacher, can do to help diminish the misbehavior. This could be as simple as allowing a 10 minute nap, offering a snack, or giving a hug to the student. Sometimes the biggest misbehavior is caused by the smallest of circumstances and once those circumstances are met, the behavior disappears.
  - b. Get to the root of the problem behavior
    - i. Getting to the root of the behavior is the key to solving the behavior. When getting to the root of the problem, it is important to ask the student why questions constantly until the root of the problem is reached. Examples of why questions can be “Why did you do it? Why did you forget it? Why didn’t you do it?” After asking why questions and getting an answer from the student, build off of the why question. For example, “Why did you hit Bob? Because he took my toy. Do you think it is okay to hit? (Shakes head) What could we do next time instead of hitting? Be nice? Yes, you can be nice and use your words. You could also come tell me and I will help. We don’t hit because that can hurt and make your friends cry. You don’t want them to cry do you? (Shakes head) So what can we do next time? Be nice and use my words or tell a teacher” Using why questions made the cause of the behavior clear and once the cause was clear, the behavior was solved.
  - c. Implement a behavior plan with positive reinforcement

- i. Behavior plans are a good way for students to keep themselves in check and to ensure that they are on their best behavior because they want the reinforcement at the end. A behavior plan could be as simple as if you are good for 10 days you get extra recess, or it could be specific such as if you go 10 days without hitting your friends you get ice cream. Along with the reinforcement, a plan also has to be put in motion. So, for the student that gets ice cream for not hitting, his plan could include strategies that would help him refrain from hitting such as walking away, using his words, or clenching his fists. A great idea in terms of rewards is showing a visual such as stickers and once the student gets 10 stickers, they get the reward. This works great for students because they know that after those days are up they get to have a reward which will motivate them to continue on with the good behavior.

## **5. Teach self-control**

- a. Play games that help practice self-control such as red light, green light and the freeze game.
  - i. Children respond best through play. This is why games such as red light, green light and the freeze game are wonderful ways to teach children self-control. The best part about using games to teach is that the children love them and they don't realize they are actually learning! Red light, green light is a great game because the children have to listen to directions and manipulate their bodies to stop and go when called. The freeze game is also a great game because children learn patience and self-control when waiting to be unfrozen. In addition to these two games there are a variety of other games that can be played with children to ensure they get to practice self-control.
- b. Constantly reward self-control
  - i. The rewards for self-control can be concrete in the form of a prize or treat, or verbal such as "Wow I love how quiet you are all being! You are being great listeners!" When self-control is constantly rewarded, the students are likely to continue displaying wonderful self-control because they enjoy the positive rewards they get from doing so. Even though students love rewards in the form of prizes or treats, it is impossible to reward every student with these types of rewards every single time. This is why verbal praises are very important. Simply acknowledging that the students are doing well will give them a greater sense of pride in their accomplishment and show them that good behavior and self-control are things they should repeat in the future.
- c. Give students a break
  - i. Giving students a break is a wonderful way to teach self-control in moderation. It teaches students when the right time to relax is and when they need to be focused and in control of themselves. As a teacher, you cannot always expect your young students to be completely in control

since they are still learning, but if you teach them the right times to use self-control, they will be a completely different group of students. It is important to relay to the students that working tasks such as homework or learning times require self-control in that they need to be quiet and focused, but during break times they can relax and talk to each other. By telling the students the right and wrong times to use self-control and giving them a break a few times every day, the students will be able to use greater self-control overall since they are allowed downtimes that do not require as much self-control.

## **6. Respect cultural differences**

- a. Develop an awareness of each student's family structure
  - i. Developing an awareness of each student's family structure is very important because it will affect how you assign assignments. This means knowing who watches over the student. Do they have two dads? Two moms? A single mother? Are their grandparents or aunt raising them? Are they with a foster family? It also means knowing about the families' economic status. Are they low income? Average income? Higher income? And finally, it means questioning what each family may or may not have. Do they have a computer? Do the guardians have time to help with homework? Does the student have other responsibilities outside of school? Asking all of these questions will help you as a teacher decide how to word your sentences, assign assignments, and ensure that no student or their family is offended in the process.
- b. Add books to the classroom library that depict different cultures
  - i. Adding culturally diverse books to the classroom not only diversifies the reading material, but it also gives the students a chance to become familiar with other cultures, see their own cultures in the classroom, and feel as if they belong in the classroom. Culturally diverse books allow students to learn about people who are different from them in a way that is relaxed and unstressed. Even if a student looks at a book that depicts their own culture, they may learn something new or simply enjoy reading about things they already know. Books open many doors to questions, make students feel like they belong, and answer many questions. So, adding culturally diverse books to the classroom is a great way to respect each type of culture that is in the classroom.
- c. Arrange classroom desks to mix together students into culturally diverse groups
  - i. Arranging the desks into mixed groups allows students to learn from each other and hear other points of view that they may not have otherwise heard before. Grouping the students is very easy since each classroom has diversity in it no matter what the circumstances are. In every class you will have boys, girls, students that live in apartments, students that live in houses, they may have two dads or be raised by their grandparents, some may be religious and others may not be. So, no matter what, each group of

students is diverse and digging into this diversity will help to ensure that the groups created foster discussion and eye-opening discoveries for every student.

**Appendix E**

The Common Core Curriculum, or Common Core for short, is a set of educational standards for grades K-12. These standards thoroughly describe what a student should know and be able to do at the end of learning, and at the end of each grade. The standards not only affect the students who are learning under them, but they also affect teachers and parents alike. This is why it is so important to learn why Common Core is important for students, become familiar with and explore the Common Core, and understand how the Common Core was created.

The first question many parents may ask when they hear about Common Core is “why is Common Core important for my child?” Common Core is important for every student because it was created to ensure that students are prepared for today’s workforce training programs, entry-level careers, and freshman-level college courses. Students need to be prepared to enter a world in which businesses and colleges are very demanding, so Common Core ensures that all students are ready for success after they graduate from high school.

The major skills that the Common Core focuses are is the development of critical-thinking, problem-solving, and analytical skills that the students will need to be successful in their future endeavors. Through establishing clear, consistent guidelines for what every student should know and be able to do in math and language arts, Common Core State Standards ensure that students in grades K-12 are meeting academic progress and are prepared for their future careers. The Common Core standards also provide a unique way for teachers to measure students’ progress throughout the year to ensure that every student has a successful learning connection. This way, when the teacher measures the students’ progress he/she can see where the students are falling behind or pulling ahead and adjust his/her teaching accordingly.

So, when parents ask why Common Core is important for their child, the best answer to give would be that Common Core is preparing students to enter a competitive world. Through

establishing clear and consistent guidelines for what students should know in math and language arts in grades K-12, Common Core is ensuring students are learning what they need to succeed in their future. Common Core is also focusing on thinking skills such as critical-thinking, problem-solving, and analyzing which are skills every student will need to be successful no matter what they choose to do after high school.

Since Common Core is a series of academic standards, it is important to explore the Common Core and acquaint oneself with it. The Common Core State Standards establish and provide clear and consistent learning goals for students to help them prepare for college, their future careers, and life. Each of the standards provided in the Common Core clearly demonstrate what students are expected to learn at each grade level. By providing a clear outline of the expectations of students at each grade level, parents can see where their children are supposed to be academically, and teachers can work to get the students to reach those expectations. Providing a clear outline also allows parents and teachers alike to understand and support every student's learning endeavors.

Even though there may be many standards for each grade K-12, there are six basic similarities between the standards for each grade. The standards serve to be research and evidence based, clear, understandable, and consistent, and are aligned with college and career expectations. The Common Core Standards are also based on rigorous content and the application of knowledge through higher-order thinking skills, built upon the strengths and lessons of current state standards, and are informed by other top-performing countries to prepare all students for success in the global economy. The combination of all 6 of these key aspects of the standards serve to ensure that students are prepared for success in college, career, and life in today's world.

Starting in the early grades, Common Core Standards focus on core concepts and procedures which give the teachers time to teach them, and students the time needed to master them. There is a lot of time spent learning these core concepts and procedures because they are the basis for the learning that will take place throughout the rest of the students schooling. If students do not master the beginning concepts and procedures, they will have a difficult time learning other things. In terms of standards by grade, grades K-8 each have their own standards for English language arts/literacy and math, but in grades 9-12, standards are grouped into grade bands of 9-10 grade and 11-12 grade standards. While the standards are set goals for each grade, they do not define how they should be taught to students. The standards also are set so that all students, including those with special needs and English language learners, can master the standards with supports.

The last thing to know about Common Core Standards is that they were created based on the most important international models as well as with input from numerous sources. These sources of input are educators K-college, state departments of education, assessment developers, parents and students, scholars, professional organizations, and members of the public. So, these standards were created by people who work in and around the field of education every single day. They know how students learn and what they need to learn in order to be successful in society and their future careers. So, the standards are ensured to be the best they can be due to the best team possible forming them.

Since Common Core is the standards that students are learning in school, it is important to know how and why they were created. The beginning of this paper briefly touched on how standards were developed in that they were created by experienced teachers and personnel, based on public feedback, based on the best state standards already in use, and were designed to prepare students for college, career, and life.



The Common Core State Standards were developed in 2009 due to the lack of standardization between the different states in the U.S. During the development process, the standards were divided into the categories of college and career readiness standards and the K-12 standards. The college and career readiness standards address what students are expected to know by the time they graduate, and the K-12 standards address expectations for elementary through high school students.

When it came to the development of the Common Core State Standards, teachers and experts in the field of education played a critical role. They served on work and feedback groups for the ELA and math standards, were members of teams that states convened to provide feedback on the standard drafts, and provided input on the Common Core State Standards during the two public comment periods. In addition to these, the National Education Association, The American Federation of Teachers, and other organizations were crucial in bringing the teachers together to provide specific, constructive feedback on the standards. After all, who better to pick to provide meaningful feedback than the people who work in the classroom and around students every single day?

In closing, the Common Core is very beneficial to preparing students for their futures in colleges, careers, and life. Through developing an understanding of how Common Core was created, and exploring the standards of Common Core, parents and teachers alike are better prepared to teach their children to grow up with the skills they will need to succeed in the future.

## **Appendix F**

### DIFFERENT CLIMATE REGIONS

**Age Level:** Grade 3

**Subject(s) Area:** Science

**Materials Needed:** technology with internet and word access, empty shoeboxes, scissors, glue, construction paper, tape, other creative materials needed to construct a diorama

## Standards:

3-ESS2-2 Obtain and combine information to describe climates in different regions of the world

## Objectives:

TLW identify different terms in relation to climates around the world. (Knowledge)

TLW discover that different regions of the world have different climates. (Understand)

TLW construct a diorama of one climate region. (Apply)

## Learning Activities:

**Technology:** laptop, computer, or some type of internet accessible technology (Kahoot!, and research)

**Required Vocabulary:** region, climate, tropical, continental, tundra, polar

**Opening Element:** In a large group, have the students take out a laptop or computer and go to kahoot.com. Once everyone is on the website, tell the students that they will be taking a quiz to see what they remember from the previous day's lesson on climate regions. Next, give the students the code and have them take the quiz. Review the answers to the quiz placing particular emphasis on the questions a majority of the class got incorrect. Also, review the correct questions briefly just as a review of knowledge.

### **Instructional Methods:**

**Guided Practice Strategies:** Introduce to the students that they will be doing a short research project on different climate regions. Ask the students, as a review, what the different climate regions (Polar, temperate, arid, tropical, Mediterranean, and mountain) and their characteristics are. Have the students turn and talk to each other about what they know. Next, split the students into groups of 3-4 using a grouping method such as picking craft sticks that have the student's names. Assign each group one of the six different climate regions and instruct the groups to use the computers to discover information about each climate region. The students can find climate type, where it occurs, temperatures, how people cope, seasonal changes, etc. Tell the students that they must compare information from different websites with each other in order to find the best information. Ex. The best way to go about this is to have one student look at one website, one look at another, and then compare and contrast their findings to choose the best one.

**Independent Concrete Practice/Application:** Once the students have completed their research, they must then create a diorama of their given climate region (ex. polar would have snow, cold temperatures, etc.). Students can also add animals that live in the climate region or other props for a more realistic description of the region. They will also be asked to type up a paragraph to represent their climate region and what they learned about it.

**Differentiation:** This lesson accommodates for different learners in a variety of ways. Auditory learners can learn through the climate region presentations and through group discussion and collaboration. Visual learners can learn through the climate region presentations, information seen in research. Tactile/kinesthetic learners can learn through creating the diorama. If the projects are too hard for a learner, they will be encouraged to ask their group members for help and/or clarification about the different climate regions. They will also get a chance to learn about the regions through the presentations. If the projects are too easy for a learner, they will be asked to help their group understand the differences and similarities in the climate regions.

**Reflective Questions:** What does the climate region look like? What is the climate? How is the regions climate similar to the climate where you live? How is it different? What are the differences and similarities between two climate regions? (Ex. polar and tropical) What do you think would happen to animals that live in a polar climate if the temperature would warm up? Which climate region has a cold climate?

**Wrap-Up:** When the students finish creating their diorama, they will present it to the class. Here they will state their region, where it can be found, temperatures, animals, and any other interesting facts about their climate region. Students in the class will also be encouraged to ask questions to the presenters. Once the presentations are finished, the teacher will ask if there are any questions or comments and answer accordingly.

## Assessment:

**Formative-** The students will be assessed on participation, how accurately their diorama depicts a climate region, and their presentation of their diorama. The students will also be assessed on their ability to distinguish different terms in relation to different climate regions.

**Summative:** At the end of learning, students will be assessed on their knowledge of the different climate regions (polar, tropical, temperate, etc.) and their ability to provide distinguishing characteristics of each region (ex. temperature, animals, etc.).

## Reflection:

**Appendix G****Grade:** 2**Unit Topic:** Healthy Lifestyles**Standards:***Science:*

- 2.2.2: *Communicate (e.g. verbal, written, graphic) observations to others*
- *Lesson interconnected to Math*
  - *Math 2.NBT.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.*

*Social Studies:*

- 2.1.3 Use a resource (e.g. book, picture, graph, chart, video, internet, speaker) to gather information.
- 2.3.2 Identify community businesses and workers and the goods and services they provide (e.g. restaurant/food, service station/gas, salon/hair cut).

*Writing:*

- 2.W.2-Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section
- 2.W.7- Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report, record science observations)

*Math:*

- 2.MD.2 Measure the length of an object using two different standard units of measurement. Describe how the two measurements relate to the size of the units chosen.
- 2. MD.10 Draw picture graphs and bar graphs with single-unit scales to represent data sets with up to four categories.

**Performance Objectives:**

The students will be able to:

### 1. Math

- discover the lengths of different fruits and vegetables.
- compare and contrast the different fruit and vegetable sizes.
- manipulate a ruler to measure the different fruits and vegetables.
- define what a bar graph and a picture graph are.

### 2. Science

- When given two-three foods (with measurements of sugar), the students will be able to **discuss** which one is the healthier determined by the given information.
- When given two-three foods (with measurements of sugar), the student will be able to **compare** the sugar contents by using  $<$ ,  $=$ , and  $>$  symbols.

### 3. Social Studies:

- Make use of information from resources
- Identify community businesses and services that contribute to good health
- Create and act out an interaction between business and consumer (i.e. doctor/patient, grocery store/shopper, etc.)

### 4. Writing

- Students will identify their lifestyle (eating, sleep, exercise) by keeping a journal and describe how they can make adjustments.
- Students will then compose a lifestyle that includes a healthy diet, a good sleep schedule, and how much exercise they should get.
- Students will create a short presentation on what they have learned about how to live healthy and what adjustments they have made/will make to their lifestyle.

### **Learning Activities:**

#### *1. Math*

- a. The students will discuss rulers and the different units of measurement in class.
- b. The students will measure different fruits and vegetables with rulers.

- c. The students will record their measurements and compare them with their classmate's measurements.
- d. The students will create either a bar or picture graph based on the different measurement findings of each group for the fruits/vegetables. The students will then discuss the measurement findings.

## 2. *Science*

- a. The student will discuss whether sugar is healthy or unhealthy as a class.
- b. The student will rotate through stations with two-three foods at each station. The student will be given the sugar content of each food and discuss with their small group which one is healthier by the information given.
- c. As a whole group, the student will use "accountable talk" to discuss what their groups' observations at a given station were.
- d. The student will apply  $<, =, >$  to compare two-three foods' sugar contents.

## 3. *Social Studies*

- a. The class will read the article, "How Healthy Are You... Really?" by Margarita Bertsoos then discuss.
- b. The students will conduct research by utilizing laptops in the classroom as well as books provided.
  - i. They will write down information found to be shared in discussion
- c. The class will discuss information found along with community businesses and workers that provide goods and services
- d. The students will role play and act out interactions between doctor and patient, grocery store workers and customers, personal trainer and client, dentist and patient, etc.

## 4. *Writing*

- a. Students will keep a journal for a week of what they ate or how much exercise or sleep they got each day.

- b. Students will read an article (could use the one used in social studies) and research different things they can do to live a healthier lifestyle.
- c. Students will then give a little presentation at the end of the week describing what they noticed in their weekly journal and how they are going to change their lifestyle if needed to live healthier.

**Instructional Aids or Resources:**

1. Article link: <http://choices.scholastic.com/story/how-healthy-are-youreally>

**Evaluation:**

1. Math
  - Formative assessment- The students will be assessed on participation, their measurements of healthy foods, and their graph surveys.
  - Summative assessment- At the end of the learning unit, the students will be assessed on their bar and picture graph creations as well as their ability to measure objects using two standard unit lengths.
2. *Science*
  - Formative assessments will be conducted during whole and small group discussions.
  - Formative assessment will be done by an exit slip regarding  $<, =, >$
  - Summative assessment will be conducted through observation of the students during their presentation. The presentation will be based off the stations activity. Students will be graded based off a rubric they were given prior to presentation.
3. *Social Studies*
  - Formative assessment will be conducted through observation of the students working/researching, as well as participation and input during discussions

- Summative assessment will be conducted through observation of the students during the final project of role playing. Students will be graded based off rubric they were given prior to presentation

4. *Writing*

- Summative assessment: Have the students discuss or create a short presentation to the class about what they do now and what they want to do differently in the future.
- Formative assessment: Can be seen in the daily writing in their journals about their lifestyle and how they can change to live healthier.



**Appendix H**

**Standard:** 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. (First grade math)

- 1. Knowledge**
  - a. What does a digital clock look like? (identify)
- 2. Comprehension**
  - a. How many minutes are there in an hour? (explain)
- 3. Application**
  - a. On the clock, can you show me six thirty? (demonstrate)
- 4. Analysis**
  - a. What is the difference between the minute and hour hands? (distinguish)
- 5. Synthesis**
  - a. What time would it be if I moved the minute hand half an hour past six thirty? (predict)
- 6. Evaluation**
  - a. Using the given times on both clocks (digital and analog), what would we need to change so that they are both telling us it is seven thirty? (assess)

**Appendix I**

**Standard:** 3.7.1. Identify ways to prevent the spread of germs. (Grade 3 Science)

- 1. Getting interest and attention**
  - a. Have you ever been sick?
- 2. Diagnosing and checking**
  - a. What causes you to be sick?
- 3. Recalling specific facts or information**
  - a. What is a germ?
- 4. Managing**
  - a. Did everyone understand the video on how germs can make you sick?
- 5. Encouraging higher-level thought processes**
  - a. What are some things you can do to help prevent the spread of germs?
- 6. Structuring and redirecting learning**
  - a. Now that we've identified some things we can do to help prevent the spread of germs, what is the most effective way to prevent germs from spreading? Why?
- 7. Allowing expression of affect**
  - a. Do you have any questions about how to prevent the spread of germs?

## Appendix J

# PATTERNS

**Age Level:** Preschool (Ages 4-5)

**Subject(s) Area:** Math and Science

**Materials Needed:** Unifix cubes or any type of manipulative, construction paper “snakes,” colored construction paper cut into different shapes, sharpie or black marker, glue sticks

## Standards:

MTH.2.3 Recognize, duplicate, and extend simple patterns of objects, sounds, and movements using manipulatives.

SCI.2.4 Make predictions and generate ideas based on past experience, observations, and information.

## Objectives:

TLW discover what a pattern is. (Knowledge)

TLW predict what comes next in a pattern sequence. (Understand)

TLW interpret patterns through musical rhythms. (Understand)

TLW manipulate objects to create simple patterns. (Apply)

TLW construct simple patterns using colors and shapes. (Apply)

## Learning Activities:

**Technology:** N/A

**Required Vocabulary:** pattern, repeat, predict

**Opening Element:** In a small group, ask the learners if they know what a pattern is. Tell them that a pattern is a group of things that repeats (give the definition for repeat as start over). Also, tell them that patterns can have as many or as little parts as they want as long as they repeat. They can also be done with colors, number, shapes, letters, etc. Next, have the learners stand up and tell them that they are going to be making patterns with their bodies. Demonstrate a pattern for the learners such as clap, snap, clap and have them copy you. Also have the learners identify the pattern you have created. Give another example of a pattern and have the learners copy and identify that pattern as well. Next, give each learner a turn to create a pattern with their body which everyone else will copy. Each time have the learners identify the pattern they copied.

**Instructional Methods:**

**Guided Practice Strategies:** Have the learners sit down at their seats and show them an example of a pattern with the manipulatives. Go through the pattern with them and have them predict what would come next in the pattern and why. This can be done with two and three block patterns. Next, give the learners a pattern with the manipulatives that is incorrect. When going through it see if they can identify where the pattern is wrong and the right way to correct

it. When this is done, pass out some manipulatives to the learners and have them create their own patterns. They can create whatever patterns they desire as long as they are creating a pattern and can explain why their pattern is an actual pattern. Allow the learners to play with the manipulatives for 7-10 minutes or as time allows. As they play, ask them questions to reflect on patterns.

**Independent Concrete Practice/Application:** Clean up the manipulatives and tell the learners that they will be creating pattern snakes. (Beforehand, an example pattern snake should be completed as a visual.) Hold up an example of a completed snake and go through it with the learners (see Appendix A). Hand out the snake templates as well as the different, small shapes of construction paper, and glue sticks. Tell the learners that they can create any pattern on their snake that they would like to as long as it repeats. Allow the learners to begin gluing the patterns onto their snakes. As they do so, help the learners create their patterns and check in with them to ensure they are creating patterns. Lastly, draw a face on the snake to complete it.

**Differentiation:** This lesson allows for a variety of learners. Visual learners can learn through seeing examples of patterns created throughout the entire lesson as well as through creating their own patterns. Auditory learners can learn through hearing the repetition of patterns as well as saying the different patterns out loud. Tactile/kinesthetic learners can learn through creating patterns with their bodies, with manipulatives, and through creating the pattern snakes. If the elements of this lesson are too hard for the learners, they will be given further instruction on patterns as well as teacher assistance in helping to create simple, two step patterns. If the elements of this lesson are too easy for the learners, they will be encouraged to create harder, 3-4 step patterns.

**Reflective Questions:** What is a pattern? How do you know? Can you give an example of a pattern? What is the pattern that we have created? Can you show me an example of a pattern using your body? What would come next in the pattern? Why? Is this pattern right or wrong? How do you know? What is your pattern on your snake? Does your pattern repeat?

**Wrap-Up:** To wrap-up, talk with the learners about their snakes and the patterns they created. Go over the concept of patterns once more and have the learners tell you what a pattern is. Lastly, ask the learners if they have any questions about patterns and then dismiss the class.

## Assessment:

**Formative-** The learners will be assessed on their identification of patterns, their ability to create and extend patterns, and their ability to provide a basic definition of what a pattern is. The learners will also be assessed based on their participation in the learning activities.

**Summative:** The learners will be assessed on their knowledge of patterns, their ability to create and extend patterns, and their ability to identify patterns of various lengths, characters, and levels of difficulty.

## Reflection:

**Appendix K**

Content Outline	Knowledge	Comprehension	Application	Analysis	Evaluation	Creation	Total	Percent
The student will discover the lengths of different fruits and vegetables.		3					3	9%
The student will compare and contrast the different fruit and vegetable sizes.		4					4	11%
The student will manipulate a ruler to measure the different fruits and vegetables.					1		1	3%
The student will define what a bar graph and a picture graph are.	2						2	5%
When given two-three foods (with measurements of sugar), the student will be able to discuss which one is the healthier determined by the given information.				1			1	3%
When given two-three foods (with measurements of sugar), the student will be able to compare the sugar contents by using <, =, and > symbols.				1			1	3%
The student will identify community businesses and services that contribute to good health.		7					7	20%
The student will apply information from resources.			3	7			10	29%
The student will identify their lifestyle (eating, sleep, exercise) by keeping a journal and describe how they can make adjustments.	5						5	14%
The student will compose a lifestyle that includes a healthy diet, a good sleep schedule, and exercise plan.						1	1	3%
Total	7	14	3	9	1	1	35	100%
Percent	20%	40%	9%	26%	3%	3%		100%

**Appendix L****2<sup>nd</sup> Grade Multi-Unit Exam**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**True and False**

Directions: Circle T if the statement is true or F if the statement is false

1. **T F** People should get an average of 8 hours of sleep each night.
2. **T F** A healthy diet includes fruits, vegetables, grains, candy, and chips.
3. **T F** Children should play for at least 60 minutes a day.
4. **T F** Physical activity and exercise are good for your body.
5. **T F** A healthy lifestyle includes eating, sleeping, and exercising.

**Matching**

Directions: Write the letter of the community member that best matches the job in the blank.

- |           |                                 |                      |
|-----------|---------------------------------|----------------------|
| 6. _____  | Makes sure we exercise          | a. Dentist           |
| 7. _____  | Sells healthy food              | b. Doctor            |
| 8. _____  | Sells beds promoting good sleep | c. Coach             |
| 9. _____  | Grows healthy food              | d. Chef              |
| 10. _____ | Makes sure we are healthy       | e. Farmer            |
| 11. _____ | Makes delicious, healthy food   | f. Grocery Clerk     |
| 12. _____ | Cleans teeth                    | g. Mattress Salesman |

**Completion**

Directions: Write the correct answer in the blank.

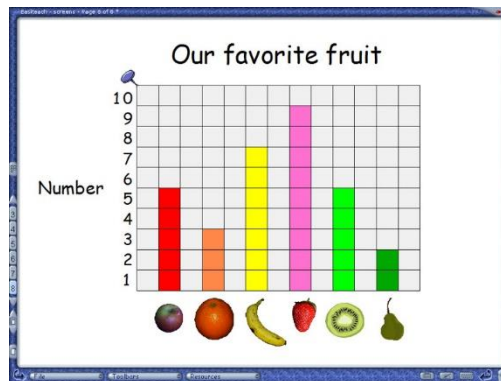
13. An apple is \_\_\_\_\_ than a watermelon. (smaller, larger)
14. An orange and an apple are \_\_\_\_\_ in size. (different, equal)
15. A banana is \_\_\_\_\_ than a bean. (longer, shorter)
16. A potato is \_\_\_\_\_ than a grape. (larger, smaller)
17. A tomato is approximately 3 \_\_\_\_\_ tall. (feet, inches)
18. A pineapple is approximately 12 \_\_\_\_\_ tall. (inches, feet)

19. A single \_\_\_\_\_ is approximately  $\frac{1}{2}$  an inch tall. (pea, tomato)

### Multiple Choice

Directions: Write the letter of the best answer on the line. Some questions may ask you to look at a graph or picture to find the information.

(Questions 20-23 use this graph.)



20. \_\_\_\_\_ What type of graph is shown above?
- A. Bar Graph  
B. Picture Graph  
C. Circle Graph  
D. Line Graph
21. \_\_\_\_\_ Which type of fruit was the most favorite?
- A. Orange  
B. Kiwi  
C. Strawberry  
D. Banana
22. \_\_\_\_\_ Which type of fruit was the least favorite?
- A. Blueberry  
B. Pear  
C. Orange  
D. Strawberry
23. \_\_\_\_\_ Which two types of fruit were equally favorite?
- A. Blueberry and Kiwi  
B. Banana and Orange  
C. Orange and Pear  
D. Strawberry and Kiwi



(Question 28 uses this picture.)



28. \_\_\_\_\_ How long is this cob of corn?
- A. 9 inches
  - B. 8 inches
  - C. 10 inches
  - D. 5 inches

(Questions 29-32 use these two pictures.)

**A**

<b>Nutrition Facts</b>	
Serving Size 1 Container (8 oz.)	
Amount Per Serving	
<b>Calories</b> 127	Calories from Fat 4
% Daily Value*	
<b>Total Fat</b> <1g	0%
Saturated Fat 0g	0%
<b>Cholesterol</b> 5mg	2%
<b>Sodium</b> 175mg	8%
<b>Total Carb</b> 17g	6%
Dietary Fiber 0g	0%
Sugars 17g	
<b>Protein</b> 13g	
Vitamin A 0%	Vitamin C 4%
<b>Calcium</b> 45%	Iron 2%
*Percent Daily Values (DV) are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	

**B**

<b>Nutrition Facts</b>	
Serving Size 1 cup (236ml)	
Servings Per Container 1	
Amount Per Serving	
<b>Calories</b> 80	Calories from Fat 0
% Daily Value*	
<b>Total Fat</b> 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
<b>Cholesterol</b> Less than 5mg	0%
<b>Sodium</b> 120mg	5%
<b>Total Carbohydrate</b> 11g	4%
Dietary Fiber 0g	0%
Sugars 11g	
<b>Protein</b> 9g	17%
Vitamin A 10%	Vitamin C 4%
Calcium 30%	Iron 0%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	

29. \_\_\_\_\_ Which picture shows lower calories?
- A. Picture A
  - B. Picture B
  - C. They are equal.
  - D. Neither picture
30. \_\_\_\_\_ Which picture shows the nutrition facts for a healthier food?
- A. Picture A
  - B. Picture B



C. They are equal.

D. Neither picture

31. \_\_\_\_\_ The sugars in A are (>, <, =) the sugars in B.

A. >

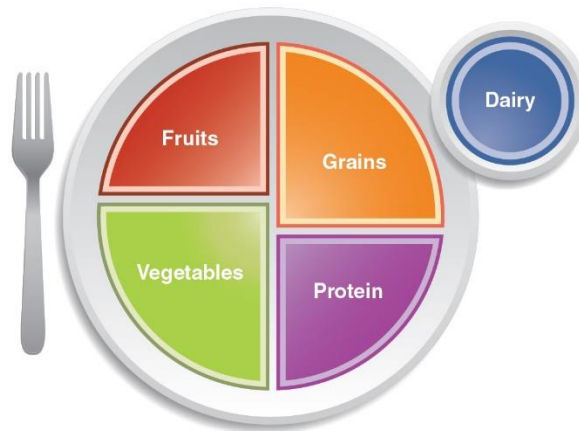
B. =

C. <

D. There are no sugars in A or B.

### Short Answer

Directions: Answer the following questions using the picture provided.



32. Name the five healthy food categories shown in the picture.

33. Give one example of a food from each healthy food category.

34. Give one example of a food that would **not** be found on this plate.

### Essay

35. In three sentences, create an example of a healthy lifestyle that includes a healthy diet, a good sleep schedule, and an exercise plan. (Use the back of this page for more writing space.)